



Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

opi.mt.gov

# Social Studies Model Lesson Plan

## Federal Indian Policy – Treaty Period

Grades 7-8

### Stage 1 Desired Results

#### Established Goals:

**Social Studies Standard 2, Benchmark 8.3** Identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state and federal governments.

#### Understandings:

- Prior to European contact all tribes had structured forms of government to manage their affairs.
- Treaties are legal and binding documents.
- Treaties are legal documents that pertain to land, water resources, and education, etc....
- Federal Indian Policy guided the process of treaty making.
- The U.S. Government has been influencing and working with tribes through various federal policies. (EU 5, 7)

#### Essential Questions:

- Why did the U.S. Government develop treaties with tribal nations?
- How are treaties legal and binding in the State of Montana?
- Do all tribal nations have treaties? Why?
- How are the treaties still upheld by the U.S. Government?

#### *Students will be able to...*

- discuss treaties and how and when they were created (U.S. Government).
- recognize Montana tribal treaties and the legal issues that arise.

#### *Students will know...*

- the legal process of treaties.
- how treaties were created.
- who the treaties affected.

### Stage 2 Assessment Evidence

#### Performance Tasks:

1. Students will read and research literature and legal documents on the process of treaties.
2. Students will conduct a research project on treaties of the Montana tribes.

### Stage 3 Learning Plan

#### Learning Activities:

W = Students will be engaged in conversation on Montana treaties and the legal issues that arise.

H = Students will use suggested web sites to locate all Montana tribal treaties.



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### *Federal Indian Policy – Treaty Period (continued)*

E = Students will be engaged in conversation and group activities on treaties and their legal issues.

R = Students will review legal terminology that pertains to Montana tribal treaties.

E = Students will be doing a research project on the development of treaties (federal and state issues).

T = Students will be working in groups of three or four on their research project on treaties (using legal terms, dates, federal, state, and tribal issues).

O = Share and display project

#### **Teacher Background:**

Read chapter two (Indian Treaty Period) from *A History and Foundation of American Indian Education Policy* prior to teaching about this particular period. A copy of this resource should be available in your school library or accessed on-line at [http://opi.mt.gov/pdf/IndianEd/Resources/History\\_FoundationAmIndianEd.pdf](http://opi.mt.gov/pdf/IndianEd/Resources/History_FoundationAmIndianEd.pdf).

Prepare a brief lecture over the main points in the chapter and share with students after introducing them to the topic of treaty making.

To introduce the topic ask students what they currently know about treaties made between American Indian tribes and the U.S. Government. Brainstorm a list of ideas they come up with and write on the board/overhead. Give a brief lecture over the main points contained in chapter two of *A History and Foundation of American Indian Education Policy*. This should give students some basic background information regarding treaty making.

Assign small groups/pairs of students a different tribal group from Montana to research a treaty made between them and the U.S. Government. Students will be asked to research and present the following information from the tribe and treaty researched. A brief report and presentation will be required.

What is the name of the treaty?

When was the treaty signed?

What were the main points agreed upon in the treaty?

What did tribes give up in the treaty?

How much land did the tribe reserve for their use in the treaty?

Why did the U.S. Government develop treaties with tribal nations?

Evaluation will be based upon students answering all the suggested questions, how well they demonstrate a basic understanding regarding treaties, and the quality of their presentation to their classmates.

*Federal Indian Policy – Treaty Period (continued)*

**Materials/Resources:**

*A History and Foundation of American Indian Education Policy* by Stan Juneau. A copy of this resource should be available in your school library or accessed on-line at

[http://opi.mt.gov/pdf/IndianEd/Resources/History\\_FoundationAmindianEd.pdf](http://opi.mt.gov/pdf/IndianEd/Resources/History_FoundationAmindianEd.pdf)

For more background information on treaties use the following resources. These books were sent to your library by the Office of Public Instruction:

*Native America in the Twentieth Century, An Encyclopedia*, edited by Mary B. Davis, Garland Publishing, Inc., 1996 (see pages 646-649).

*Native North American Almanac: A Reference Work of Native North Americans in the United States and Canada, Second Edition*, edited by Duane Champagne, Gale Group, 2001

On-line resource with full text of treaties (searchable by tribal nation):

<http://indianlaw.mt.gov/default.mcp>

Excellent supplemental video resource also sent to your school library by OPI:

*Tribal Nations: The Story of Federal Indian Law*, Tanana Chiefs Conference, 2006

This documentary DVD is a beautifully illustrated introductory history of how Federal Indian Law developed in the United States and the impacts federal policies have had on American Indian and Alaska Native people.